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ABSTRACT

In this program, the courses "Psychology of Learning" and "Principles of Teaching" have been combined and there has been a pooling of professional talent in structuring the program components. In the first phase of the program, the student observes the child in many experiences and concentrates on the learning act. In the second phase, the future teacher concentrates on the teaching act. Microteaching is utilized and opportunities are provided for teaching groups of children from the campus laboratory school. In the third phase, students have the opportunity for greater involvement in the laboratory school and the learning-teaching process. Evaluation of students is continuous throughout the semester. (The program description includes a detailed outline of the eight-credit course, with objectives, activities, and materials listed for each phase.) (Author/RT)

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An Interdisciplinary Approach to the Professional Studies Component for Elementary Teachers at North Adams State College.

North Adams State College is preparing its elementary education majors to function in pupil-centered schools. The major thrust for the preparation occurs through the professional studies component of the total training process. Specifically, North Adams State College should be recognized for its unique program in meeting standard 1.3.3, Teaching and Learning Theory with Laboratory and Clinical Experience.

The program was developed to better prepare elementary school teachers and involved staff from the education department, the psychology department, laboratory school staff, administrative personnel, and students. Those individuals providing leadership for program implementation were Dr. James T. Amsler, President, Dr. John J. Komorek, Academic Dean, Mr. Raymond C. Sullivan, Director of Laboratory Experiences, Maurine E. Horsman, Instructor, Education, Margaret M. Lanoue, Associate Professor, Education, Mr. William R. Minardi, Laboratory School Principal, Patricia J. Prendergast, Assistant Professor, Education and Dr. James R. Schoen, Professor, Psychology.

It was found that there was much dissatisfaction by both students and faculty with the previous professional sequence of education courses. After a year of study and research of training programs and study of the models developed by the AACTE, recommendations were made and the program implemented in September, 1970.

The budget for the implementation of the program was included in the regular college budget and provided the videotape equipment and materials, the simulation materials, and teaching supplies that could be utilized with children.

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In the program itself the courses Psychology of Learning and Principles of Teaching have been combined and there has been a pooling of professional talent in structuring the program components. In the first phase of the program the student observes the child in many experiences and concentrates on the learning act. In the second phase of the course the future professional concentrates on the teaching act. The vehicle of microteaching is used and opportunities are provided for teaching groups of children from the campus laboratory school. In the third phase of the course students are provided with an opportunity for greater involvement in the laboratory school and the learning-teaching process as full-time activity occurs in the classroom with children.

Extensive provision is made for individual differences with evaluation of students - continuous throughout the semester. The course structure is being evaluated by the team of instructors, college administrative staff, students, and members of the laboratory school faculty. A follow-up of students will occur in the student teaching experience and after graduation when they are professionally employed.

PSYCHOLOGY OF LEARNING AND PRINCIPLES OF TEACHING

8 Semester Hours

A Course Outline

Team Taught by: Dr. James Schoen, Professor, Psychology

Mrs. Maurine E. Horsman, Instructor, Education

Miss Patricia J. Prendergast, Assistant Professor, Education

PSYCHOLOGY OF LEARNING AND PRINCIPLES OF TEACHING

Objectives for Part I

The student must be able to:

1. Recognize behavioral objectives in classroom situations at Marks.
2. Write behavioral objectives according to Mager criteria.
3. Identify Gagne learning types in many varied video-taped learning situations.
4. List conditions for learning in the specific context of above learning situations.
5. Outline the content of a unit entitled, "Problem solving Strategies for A _____ Grade Child".
6. Outline the content of a unit entitled, "Ways to Improve the Permanence of Learning". (i.e. combat forgetting)
7. Outline the content of a lesson on improving pupil study techniques.
8. Contrast the advantages of learning by discovery with learning by telling.
9. Compare various methods of teaching with reference to conditions of learning.
10. Explain how transfer of learning can be accomplished.

Students will need the following textbooks:

1. Mager, Robert F. Preparing Instructional Objectives Palo Alto: Fearon, 1962.
2. Gagne, Robert M. The Conditions of Learning 2nd edition NY: Holt, Rinehart and Winston, 1970.
3. Hudgins, Bryce B. Problem Solving in the Classroom NY: Macmillan, 1966.
4. Scheerer, Martin Problem Solving (Scientific American Reprint) April 1963.

PSYCHOLOGY OF LEARNING AND PRINCIPLES OF TEACHING

Timetable for Part I

1st Week

1 - Introduction. Assign Mager Book for 2nd lesson and Gagne p325-328

2 - Write some common objectives. Assign others to write.

3 - Visit Marks to find examples of objectives.

4-5 Discuss written objectives. Appreciational objectives. Assign Gagne p1-78 and 94-100.

2nd Week

1-2 For each lesson type construct outline to include:

name and definition

list of conditions

characteristics

at least 5 examples

Go over and discuss for type 1.

3-4 Associated conditioning phenomena

Use analogue labs; perhaps movies.

5-8 Discuss types 2, 3, and 4 as needed.

With video tapes and Marks visits find examples.

3rd Week

1-3 Discuss types 5, 6, and 7 as needed.

4-5 With video tapes and Marks visits find examples.

6-8 Lecture and discuss memory and the permanence of learning.

4th Week

1-3 Discuss problem solving as needed (Type 8).

4 - Lecture and discuss discovery vs. telling; transfer.

5-6 Lecture and discuss teaching methods with reference to conditions of learning.

7-8 Test over part I.

5th Week

1-6 Review for those not reached desired behavior.

7-8 Retest over part I.

Note: Above schedule presumes 8 hours of student semester hours per week.

MICROTEACHING - BEHAVIORAL OBJECTIVES Part II

* Students will be able to demonstrate their skill in using verbal and non-verbal responses by:
    1. giving three different meanings to 50 commonly used words in the classroom via pronunciation
    2. videotaping 10 facial expressions and gestures which convey non-verbal responses
    3. combine non-verbal and verbal expressions with appropriate response for 10 statements
* Students will be able to teach four lessons during which four types of questioning are proficiently used:
    1. fluency (20 relevant questions asked in 5 mins.)
    2. probing
    3. higher order
    4. divergent
* Students will increase pupil-participation in demonstration lessons by exibiting their skill in the use of:
    1. reinforcement (at least twenty different verbal reinforcements are used during a 15 min. lesson)
    2. recognizing attending behavior
    3. silence and non-verbal cues (teacher can direct discussion without verbal interruption)
    4. cueing
* Students will be able to teach a lesson using 3 types of examples and be able to meet his behavioral objectives with at least four out of five pupils.

* Students will be able to exhibit the use of planned repetition by observers being able to identify the four types of repetition
    1. simple
    2. spaced
    3. cummulative
    4. massed
* Students will be able to verbally describe a linear figure to 5 pupils so that four out of the five pupils can successfully repeat the pattern.
* Students will be able to teach a lesson in which the student involvement can be observed on videotapes by the use of:
    1. set induction
    2. stimulus variation
    3. positive closure
* Students will be able to transfer the above skills to the classroom situation at Mark Hopkins and be able to identify the use and proficiency of each skill.

MICROTEACHING OUTLINE

Response Repertoire

1. Verbal Responses

   This skill is studied to broaden teachers repertoire of responses to various situations in order to communicate more effectively with students. In this lesson the student reads statements he might make in the classroom and gives at least three different meanings to each statement. Statements are taped and the student is allowed to rerecord statements that are not clear in meaning.

2. Non-Verbal Responses

   This is a study of pantomime. The student considers several non-verbal responses (e.g. facial expressions and gestures) and the different feelings he wishes to express. These non-verbal techniques are video-taped for the students self evaluation.

3. Verbal and Non-verbal Responses

   In this exercise the student attempts to combine the verbal statements with an appropriate non-verbal response.

Questioning Skills

1. Fluency in Asking Questions

   The student plans a lesson and tries to ask as many logical and relevant questions as possible during the lesson. Mastery of this skill allows the teacher to develop a dialog with his students. Lessons are given in groups of five with one student acting as evaluator. Evaluations are based on the number of questions asked and their relevancy.

2. Probing Questions

   Probing requires that teachers ask questions that require pupils

to go beyond superficial "first answer" responses. During the lesson the student concentrates on asking questions which (1) ask the pupil for more information and meaning; (2) require the pupil to rationally justify his responses; (3) re-focus the pupil's attention on related issue; (4) prompt the pupil or give a hint; (5) bring the other students into the discussion by getting them to respond to the first student's answer.

3. Higher-Order Questions

Higher order questions are defined as questions that cannot be answered from memory or simple sensory description. They call upon the student to draw his own conclusions. A "good" higher order question prompts students to use ideas rather than just to remember them. During this lesson the student is required to teach a lesson in which they develop their own ways of forming and using higher-order questions.

4. Divergent Questions

These questions are usually open-ended and have no single correct answers. They require the student to think creatively, to leave the confines of the known. Students are asked to teach a lesson in which pupils are required to create hypotheses and to use their imaginations in responding to questions.

<u>Student Participation Skills</u>

Reinforcement

1. Reinforcement

Reinforcement is an incentive used by the leader to reward students for proper behaviors. This lesson focuses on the teacher's use of

positive reinforcement to increase student participation in classroom discussions.

2. Recognizing Attending Behavior

This is a skill designed to alert the teacher to what is going on in his classroom by training him to observe the cues his students present. By observing their facial expressions, body postures, and how they work or do not work, the teacher can tell a great deal about his students' interest level and attention span. From these cues the teacher can make judgements about whether to continue the activity, change it, or use a different mode of instruction. Evaluation of this lesson is based on the attending behavior of the pupils, the teacher's awareness of the problem and changes made to compensate.

3. Silence and Non-Verbal Cues

These techniques are designed to allow the teacher to direct classroom discussions without talking. During this lesson the student must get pupils to speak through the use of silence and gestures.

4. Cueing

Cueing is designed to give the teacher more control over the success of a pupil in making a comment. The teacher's use of cues can greatly increase the pupil's chances of making a worthwhile contribution to the class.

<u>Creating Student Involvement</u>

1. Set Induction

Set induction deals with creating a mood in the classroom conducive

to a certain learning experience. The student's lesson must demonstrate an interesting way of introducing the lesson and establishing common frames of reference between teacher and students.

2. Stimulus Variation

During this lesson the teacher must use both verbal and non-verbal techniques to stimulate students. The student is asked to teach a lesson-varying media and his classroom behavior in order to keep students attentive and alert.

3. Closure

Closure is a means by which the teacher helps the students to comprehend the organization of the main ideas and information presented in the lesson. It provides a link between past and new knowledge, and it helps the pupil to gain a feeling of achievement.

Presentation Skills

1. Lecturing

This lesson emphasizes successful techniques of lecturing, Delivery techniques, use of audiovisual materials, set induction, pacing, closure and planned repetition.

2. Use of Examples

The use of examples is studied, both inductive and deductive uses. The student teaches a lesson using four different types of examples (1) a simple example; (2) complex example relevant to

the pupil's experience (3) analogy or metaphor which would relate the known to the unknown; (4) asking the pupil for an example to check to see if the objective had been achieved.

3. Planned Repetition

The purpose of this skill is to clarify and to reinforce major ideas, key words, principles and concepts in a lecture or discussion. Four types of repetition are practiced (1) simple repetition; (2) spaced; (3) cumulative; (4) massed repetition.

4. Completeness of Communication

A classroom game is employed to create sensitivity in the importance and difficulty of being understood in the classroom. Each student is given a set of three linear figures and is asked to describe them to his pupils verbally so that the pupil can successfully repeat the pattern. The criterion test is the comparison of the figures.

PRINCIPLES OF TEACHING IN THE ELEMENTARY SCHOOL Part III

There are many facets to the career of teaching. The most important and most immediate to the student, at this point, should be the process in the classroom and the teacher's responsibilities. To those ends, I hope to develop an attitude on the part of the student that planning and organizing instruction is a natural and vital aspect of teaching, and an appreciation of the advisability of using a variety of instructional methods with an opportunity to use these methods.

All student teachers will:

1. observe a series of lessons which demonstrate a variety of teaching techniques
2. develop two individual lesson plans which will show that they can plan various instructional procedures
3. teach the same two lessons in large group or large group - small group sessions
4. assess and evaluate pupil performance at the end of each lesson
5. plan and prepare bulletin boards according to subject area being taught
6. plan for and use audio-visual equipment which is pertinent to the lessons
7. prepare masters and any other accompanying material for a lesson in advance of the lesson so that it may be properly processed
8. correct tests or quizzes or other work sheet activities which they may have given as part of their evaluation
9. maintain standards for room management that are consistent with the co-operating teacher
10. assist in supervising lines at recess

11. work with individuals and in small groups in enrichment, remedial, or developmental activities assigned by the teacher
12. assist or supervise in the housekeeping duties in the room - depending on the co-operating teacher's organization

All student teachers will know how to use in teaching:

1. Teacher-centered techniques
    a. lecture type lessons where they may present materials to a class
    b. recitation type lessons
    c. discussion type lessons - panel, round table, buzz group
    d. small group lessons - study type procedures
    e. textbook lessons (proper use of)

2. Pupil-centered techniques
    a. problem-solving activities
    b. project activities - these involve structuring learning experiences so that the learner - individual or group - carries out the activity - having some kind of culminating activity which can be assessed or measured.
    c. field trips

3. Instructional devices and media
    a. blackboards
    b. pictures
    c. models
    d. filmstrip and film projectors
    e. overhead projectors
    f. opaque projectors

g. tape recorders

h. programmed materials (S.R.A. at Laboratory School)

All student teachers will be aware of:

1. factors involved in creating in the classroom an atmosphere which facilitates learning
2. special services available to children - remedial reading specialist, guidance counselor, nurse
3. special materials available for the enhancement of lessons
4. procedures for entering and leaving the building, fire drills, lunch program, playground
5. school building regulations
6. innovations in the teaching role and in class organization

Instructional strategy

1. Large group instruction
   a. lecture, discussion periods in which planning for instruction, planning a variety of techniques, use of media, structural changes in grouping arrangements and utilization of teachers will be considered
   b. demonstrations of specific techniques in teaching
   c. follow-up discussion on observations of demonstrations (demonstration teacher will be present if possible)
   d. films (if available)

2. Small group instruction
   a. planning lessons as a team followed by class discussion after presentation of the plan

b. observation and participation in the Laboratory School

Text: Ohles, John F., Principles and Practices of Teaching, Selected Readings. New York: Random House, 1970

Evaluation will be based on the behavioral objectives stated on page 1.

1. The development of two individual lesson plans
2. The student's effectiveness in executing these plans in the Laboratory School
3. The student's effectiveness as demonstrated during the week in the Laboratory School

Instructor: Patricia Prendergast